

Together We Prepare Patch Program



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The *Together We Prepare* Girl Scout patch program was jointly developed by the American Red Cross national headquarters and the following Red Cross chapters: Alexandria, VA; Arlington County, VA; National Capital Area Chapter; and Southern Maryland and the Girl Scout Council of the Nation's Capital. The American Red Cross is dedicated to helping people in need, while the Girl Scout motto is "Be Prepared." Drawing on the strengths of both organizations, this patch was designed to help girls, their families and their communities become better prepared for unpredictable events.

For more information about Girl Scouts and the Girl Scout program contact the Girl Scouts of San Jacinto Council. For information about Red Cross training or resources referenced in this booklet, contact the American Red Cross or the Greater Houston Area Chapter.

National Disaster Preparedness Agencies and Organizations

The following organizations, agencies and websites are among those that provide information regarding disaster preparedness and are good sources to begin your research for this patch.

American Red Cross, www.redcross.org

The Red Cross offers training courses, disaster preparedness information and curriculum and materials for children, young adults and families. There are several local chapters throughout the GSSJC area. Check your local phone book for the chapter nearest you.

Citizen Corps, www.citizencorps.gov

Citizen Corps coordinates volunteer activities that will make our communities safer, stronger, and better prepared to respond to emergency situations.

The Federal Emergency Management Agency, www.fema.gov

The Federal Emergency Management Agency - a former independent agency that became part of the new Department of Homeland Security in March 2003 - is tasked with responding to, planning for, recovering from and mitigating against disasters. The main phone number for the agency is 202-566-1600.

The U.S. Department of Homeland Security, www.ready.gov

This website has current information about homeland security from the White House. Their main phone number is 1-800-BE-READY.

National Weather Service – www.nws.noaa.gov/safety.html

The National Weather Service has a list of links to weather safety information, including hurricanes, tornados, floods, thunderstorms, lightning and heat.

Together We Prepare Patch Program

Purpose: To help Girl Scouts have fun learning and living their motto - *Be Prepared*.

Life is full of unpredictable events and situations, but you can take steps to prepare for them. The five action steps of this patch - make a plan, build a kit, get trained, volunteer and give blood - will help each girl to prepare for the unexpected, no matter its type, shape or size.

Disaster relief agencies and organizations in your area, such as the ones listed on the inside cover, can help you learn about and prepare for disasters as you complete this patch.

Have fun while you learn!

Instructions for completing the *Together We Prepare* patch:

The *Together We Prepare* patch includes five action steps:

Action Step 1: Make a plan

Action Step 2: Build a kit

Action Step 3: Get trained

Action Step 4: Volunteer

Action Step 5: Give blood (or help others give blood)

Girl Scout Daisies: May receive the patch as a participation patch if they attend a Together We Prepare event or participate in an activity with a Brownie, Junior, Cadette or Senior troop.

Girl Scout Brownies: Complete the starred (★) activity for each action step.

Girl Scout Juniors: Complete the starred (★) activity for each action step *and* **1 additional activity** from the action step of your choice.

Girl Scout Cadettes: Complete the starred (★) activity for each action step *and* **1 additional activity from 2 action steps** for a total of 7 activities.

Girl Scout Seniors and Ambassadors: Complete the starred (★) activity for each action step *and* **1 additional activity from 3 action steps** for a total of 8 activities.

Action Step 1: Make a Plan

Planning ahead is the first step to a calmer and more assured disaster response. Making a disaster plan will help girls and their families feel prepared and to be more safe.

★ Take an active part in making a disaster plan.

To complete this action step, girls can work with their troop and their family to make a disaster plan. In a troop meeting girls should discuss the steps needed to create a disaster plan to prepare them to put these steps into action with their family. Use the checklist below to learn what is important in creating a disaster plan.

_____ Talk. Discuss disasters that can happen where you live. Call or visit your local American Red Cross or emergency management agency and ask for information on natural or man-made disasters that could happen in your area. What special measures should you include in your disaster plan to be prepared for these emergencies? Establish responsibilities for each member of your family or group to carry out so you can work as a team should a disaster occur. Designate alternates in case someone is absent.

_____ Plan. Choose a place to meet after a disaster both inside and outside the home and the places you meet regularly. Be sure you have planned 2 ways to exit each building.

_____ Gather information. Create an emergency care card file. For example, attach a photo of each individual to a sheet of paper. On the back, record that person's full name, any medications/allergies or other special needs, and the name(s) of parents/guardians or others to call in case of emergency and include phone numbers for these people. Store the cards in a folder that you can easily get in an emergency

_____ Check supplies. Review your disaster supplies kit (see page 6) Assign an individual to be "kit captain" to be responsible for getting the kit in an emergency. Also assign someone to check the supplies regularly.

_____ Tell. Make sure everyone knows where the emergency contact information and the disaster supplies kit are kept.

_____ Practice. Practice evacuating your home and meeting site. Practice drills that apply to specific emergencies you might encounter in your area such as earthquake, tornado, fire and shelter-in-place drills

Provide each girl with a copy of the Emergency Plan found on page 9 so she can work with her family on completing the plan. Discuss how the plan applies to troop meetings. Find out if the location where the troop meets has an emergency plan in place that can assist you if there is an emergency while your troop is meeting there.

Additional Activities

1. Schedule a troop visit by someone who works with those with special needs (e.g., hospital workers, physical therapists, or health care providers who work with individuals with hearing or vision disabilities.) Discuss how to plan for safety for those with special needs.
2. Find out what radio and television stations, disaster agencies and organizations in your area are involved in disaster notification and relief. Take a field trip to one or more sites to learn the role they play in responding to emergencies.
3. What should be done with the family pet if a disaster occurs? Visit one of the websites listed on the inside front cover to find information about pet emergency plans and create an emergency plan for the family pet.
4. Complete a general preparedness lesson *such as* those in the American Red Cross curricula, *Masters of Disaster*® (General Preparedness, lesson plan 2, “Family Disaster Plan” for grades K-2, 3-5 or 6-8) and *Facing Fear: Helping Young People Deal with Terrorism and Tragic Events* (lesson plan 9 and 10, “Family Disaster Plan” and “Community Preparedness” for grades K-2, 3-5, 6-8 and 9-12). Activity Sheets for *Masters of Disaster*, and Lessons and Activity Sheets for *Facing Fear* are downloadable at www.redcross.org/disaster/masters.
5. Select one of the topics below and use the library or Internet to learn more about emergency preparedness. Share what you learn with girls in a younger troop.
 - Learn the difference between weather watches and warnings and what to do when they are announced;
 - Find safety information on Web sites that help people get ready for emergencies;
 - Find out where to go in the event of an emergency in the home or in a public place.
 - Learn about three disasters that have happened in your area. If data is available, find out how much damage was done, how many people were injured (if any) and what has changed/been implemented to protect the community in the future.
6. Visit your local sheriff’s office, police department or organizations such as the National Center for Missing or Exploited Children to learn how fingerprints are used in locating missing persons. If parents have given permission, have fingerprinting done of the girls. Give the set of fingerprints to your parents to keep.

Action Step 2: Build a Kit

What you have on hand when a disaster strikes makes a big difference. Organizations and government agencies such as those listed on the inside front cover have information on what to include in a disaster supplies kit.

★ Use the list below and complete Activity # 1 on the following page to understand what goes into a disaster supplies kit and why each item is important. Provide each girl with a copy of this page to take home along with her “picture kit” to work with her family to create a supplies kit.

- **Water.** Have a least one gallon per person per day.
- **Food.** Pack non-perishable, high-protein items, including energy bars, ready-to-eat soup, peanut butter, etc. Select foods that require no refrigeration, preparation or cooking and little or no water.
- **Flashlight.** Include extra batteries and bulbs.
- **First aid kit.** Pack a reference guide.
- **Medications.** Don’t forget prescription and non-prescription items.
- **Battery-operated radio.** Include extra batteries.
- **Tools.** Gather a wrench to turn off gas if necessary, a manual can opener, screwdriver, hammer, pliers, knife, duct tape, plastic sheeting and garbage bags and ties. *Turning off gas is an adult activity and should not be done unless the local authorities advise to do so. A professional is required to turn the gas back on, which could take days or weeks.*
- **Clothing.** Provide a change of clothes for everyone, sturdy shoes and gloves.
- **Personal items.** Remember eyeglasses or contact lenses and solution; copies of important papers, including identification cards, insurance policies, birth certificates, passports, etc.; and comfort items such as toys and books.
- **Sanitary supplies.** You’ll want toilet paper, towelettes, feminine supplies, personal hygiene items, bleach, etc.
- **Money.** Have cash. (ATMs and credit cards won’t work if the power is out.)
- **Contact information.** Carry a current list of family phone numbers and e-mail addresses, including someone out of the area who may be easier to reach if local phone lines are out of service or overloaded.
- **Pet supplies.** Include food, water, leash, litter box or plastic bags, tags, any medications and vaccination information.
- **Map.** Consider marking an evacuation route on it from your local area.

Additional activities

1. Draw or find pictures of items that belong in a disaster supplies kit. Discuss why each item belongs in the kit. Use the pictures to create a sample kit for each family. Discuss how basic supplies might be different for:
 - A family with both genders and mixed ages, including those with infants or toddlers and those with grandparents.
 - People with temporary or permanent limited abilities;
 - Pets

Talk about how to store the items:

- What type of container might be appropriate to safely protect these supplies?
 - Where should supplies be stored?
 - How often should supplies be checked or changed?
2. Visit a local fire department. Ask for a demonstration on how to use a fire extinguisher. Ask also about unique local challenges and the plans and equipment for dealing with these challenges. What do the fire fighters recommend including in disaster supplies kits?
 3. Plan and carry out an event that helps others understand how to build a disaster supplies kit. For example, set up and staff a display at an event such as a health fair that highlights the importance of having a disaster supplies kit. Or, create posters to be displayed at a school, a neighborhood event, Girl Scout community meeting, post office, library, etc. Use the resources listed on the inside front cover to help you.
 4. Discuss what items should be in a disaster kit stored in a vehicle at different times of the year. Share this information with the troop and their families. Build a disaster supplies kit for a troop trip or event using a family vehicle.
 5. Discuss with the troop how people react when disaster strikes. Together, research news articles to learn how people react in different disasters. What does this show about how to respond, when to use kits, etc.? Write a note to yourself describing how you hope to react should disaster strike. Keep the note in a special place and review it from time to time.
 6. Role-play what to do with the contents of your disaster supplies kit in different emergency situations. Include responding to a disaster while at school, at different public and private places, with animals, and with mixes of people of differing ages, skills and abilities. Be sure to include your troop meeting site and other special Girl Scout events.

Action Step 3: Get Trained

Training will give girls the skills and confidence to help others in an emergency. The American Red Cross and other safety organizations offer first aid training and disaster education for all ages.

★ Learn first aid by completing the appropriate activity below or by completing an age-appropriate first aid course.

Additional Activities

1. Complete the age-appropriate lessons and hands-on activities such as those in *Masters of Disaster* grades 3-5 or 6-8 curriculum kits for a natural disaster that can occur in your area. Lessons cover hurricanes, floods, tornadoes, lightning and earthquakes; find Activity Sheets and background information for teachers at www.redcross.org/disaster/masters.
2. Improve your skills as a babysitter by doing one of the following:
Juniors –Complete the Caring for Children badge
Girls 11-14: complete a babysitter’s training course.
3. Learn what diseases are at greater risk of being spread during a disaster and how to prevent them. Use current resources at the library or on the Internet or complete a disease prevention course, such as one that teaches about preventing blood related diseases such as HIV/Aids. Contact your local health department or American Red Cross for information about such courses.
4. Learn how to handle pet emergencies. Consider one of the following resources:
 - Visit a veterinarian, an animal hospital or shelter, or animal rescue center and ask them to demonstrate pet first aid for a variety of situations
 - Check out the website for the American Animal Hospital Association (www.healthypet.com) and make a display of the information you have learned
 - Complete a course that teaches first aid for pets.
5. If you are old enough, complete a course that teaches you one of the following skills: water safety including basic water rescue; wilderness survival; pre-lifeguard or lifeguard training; Sport Safety Training; When Help is Delayed; or become a *First Aid/CPR/AED* instructor aide

Action Step 4: Volunteer

More than one million Americans volunteer each year to serve their communities. Who volunteers? Everyone! Volunteers come from all walks of life, all backgrounds and all ages. There are many needs and many ways to serve. Girl Scouts of all ages provide service as part of the Girl Scout Program.

★ Volunteer in a community preparedness service project as follows:

Girl Scout Brownies: Work as a troop, or with a buddy or family member(s) to give a **minimum of three hours** of service.

Girl Scout Juniors: Work as a troop, a patrol or interest group, or with a buddy or family member(s) to give a **minimum of five hours** of service.

Girl Scout Cadettes: Work on your own or with a buddy, troop, interest group or family member(s) to give a **minimum of eight hours** helping a community preparedness project.

Girl Scout Seniors and Ambassadors: Work on your own or with a buddy, troop, interest group or family member(s) to give a **minimum of ten hours** helping a community preparedness project.

Volunteer Suggestions and Additional Activities:

1. Create a coloring book (or coloring pages) for younger children to help them learn what to do in an emergency.
2. Create first aid, comfort kits (personal hygiene items such as toothbrushes, etc.) or emergency preparedness kits for schools, shelters, nursing homes or families in need. (Remember to ask the facility manager or local social services agency first to find out what is needed and what you can distribute.)
3. Working with a service agency, organize a food drive to collect emergency canned food to distribute to individuals and families in need. Don't forget homebound senior citizens and physically or emotionally challenged individuals.
4. Write an article on preparedness for the school or community newspaper.
5. Create an exhibit on preparedness for a science fair or to display in your community at the library, recreation center, local veterinarian's office or any other area where members of the community will see it.
6. Host a preparedness workshop or safety fair for younger Girl Scouts. Use materials such as the American Red Cross "Be Ready 1-2-3" or the "Disaster Preparedness Coloring Book" for young children, ages 4 to 7. The materials are available at <http://www.redcross.org/services/youth/izone/cbooks.html>.

Action Step 5: Give Blood

Blood donation is called “the gift of life.” Blood is needed in times of emergency, but the ongoing need is also great. Every two seconds someone needs a blood transfusion – cancer patients, accident victims, premature infants and patients with chronic diseases.

★ **Girl Scout Brownies and Juniors** learn about the importance of blood donations by doing *one of the first four activities* listed below.

★ **Girl Scout Cadettes, Seniors and Ambassadors** complete *any activity #2 through 6* to:

- Explain the need for blood, its components and how a transfusion is made;
- Find out the shelf life of blood; and
- Learn the requirements to donate blood.

Activities

1. Download *A Poster Coloring Book* for children, inspired by blood donor posters from the American Red Cross museum: www.redcross.org/museum/actkids.html. Complete one or more pages of the coloring book and share it with your family.
2. Create artwork to explain the need for blood donations, and how they help the critically ill. Contact your local blood bank and ask if your art can be displayed at a blood drive or used to advertise an upcoming blood drive.
3. Write an essay about a person whose life was saved by a blood donation or a person who donates blood on a regular basis and share your essay with others.
4. Contact the local blood bank and find out how to pass out pamphlets advertising blood drives, or make arrangements to make and serve refreshments at a blood drive in the community
5. Use what you have learned about the importance of giving blood to educate someone about becoming a blood donor. Come with them when they donate blood.
6. Volunteer at a blood drive. (You must be at least 14 years old.)
or
Coordinate a blood drive.

BONUS – Give blood! (Must be 17 years old, a minimum of 100 lbs., and in good health)



FAMILY EMERGENCY PLAN

Make copies. Keep 1 copy near the telephone and 1 copy in the Family Disaster Supplies kit. Each family member should also keep a copy in his/her purse, wallet, book bag or briefcase.



Meeting Places

Meeting Place 1 should be outside your home or building. Be specific, such as “next to the mailbox,” “under the big tree with the tire swing,” or “at the neighbor’s (say which one) front door.”

(Location) _____

Meeting Place 2 should be outside of your neighborhood in case it is not safe to stay there or you cannot get home. Choose a place everyone knows and one with a telephone if possible, such as a school, library or relative’s house outside of your neighborhood.

(Location) _____

Telephone Number (_____) _____



Out of town contact Choose someone who lives out of town as your “family check-in contact” person for everyone to call if the family gets separated. It may be easier to call long distance during a local emergency.

Name: _____

Phone numbers/s: _____

Family emergency numbers

List each family member, and phone numbers where each can be reached when not at home. (work, school, babysitter, etc.)

Name: _____

Phone number/s: _____



Other emergency numbers: 911